

PROGRAM RECOMMENDATIONS
FOR THE
LAND USE EDUCATION OF LOCAL OFFICIALS

PREPARED PURSUANT TO SPECIAL ACT 87-92

FOR THE
JOINT STANDING COMMITTEE ON PLANNING AND DEVELOPMENT

BY THE
LAND USE EDUCATION COUNCIL

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Executive Summary

BACKGROUND

In the past few years there has been a significant increase in the rate of development in Connecticut. Buildable land is limited as much of the land resource that remains has significant environmental constraints. The development has brought environmental, transportation, infrastructure, housing and open space problems to many communities. In addition, communities are called upon to address new and more complex problems such as: aquifer and public water supply protection, erosion and sediment control, accessory apartments and housing linkage, point and nonpoint sources of pollution, solar design, impact zoning, historical, design, noise, air quality, aesthetic and recreation issues. Many towns lack adequate staff to assist land use decision makers and rely on volunteers. These factors have led many communities to establish various commissions and to hire a town planner for the first time. Some communities have sought a moratorium on development in order to sort out alternatives and respond intelligently.

These municipalities and the many and often changing members of the various commissions as well as staff would benefit from an on-going land use education program. This educational need was recognized by the passage of Special Act 87-92 which created the Land Use Education Council and directed it to study and to recommend a curriculum and an organizational structure for the delivery of that curriculum to local land use officials.

CONCERNS

Many different organizations have periodically offered some form of land use education but the current programs are not adequately coordinated. Land use education is provided on an ad hoc fashion based upon the initiative and the individual determination of a wide variety of organizations as to what is important and what is needed. The current approach is characterized by its inconsistent quality, lack of comprehensiveness and intermittent nature. Persons interested in improving their skills are not able to find out what is being offered and when and are not able to find relevant educational materials.

There exists a broad and varied audience in need of land use education. A large part of this audience consists of voluntary participants on local boards and commissions with limited available time. There is a continuous turnover of such persons and therefore a need to offer a basic land use course on a regular schedule. There are also commission members and staff who would benefit from more sophisticated legal, resource and land use management instruction.

RECOMMENDATIONS

Objectives: Eight objectives of a land use education curriculum are recommended. These objectives stress the interrelationship of land use decisions with social, economic, environmental, infrastructure, and cultural aspects of a community. In addition, the objectives address the planning, regulatory and administrative needs of public officials.

Curriculum: The Council recommends that a land use education curriculum consist of a short introductory course for the new commission members and a coordinated series of workshops that would offer more in-depth material to the veteran commission member and staff. An outline of a curriculum for such an introductory course, targeted primarily for planning and zoning commission members, has been developed by the Council. It is recommended that similar curriculum be developed in the future for other land use commission members. This basic course should be offered early in the term of service of a commission member. It should be offered twice each year and each time would be given regionally at several locations around the state. The series of advanced curriculum workshops should be offered on a continuing cycle. This series would be given on a statewide basis at central locations. The Council recommends that a certificate of attendance be given to participants.

Organizational Structure: The Council recommends that the Land Use Education Council be established as a permanent body charged with on-going coordination of land use education in the state. The Council would have oversight responsibility for the development and the delivery of a multi-year education plan.

The Council also recommends that an Office of Land Use Education be staffed and funded to coordinate the land use education activities of the Council. The Office would be housed at the University of Connecticut. The Council recommends two program employees and one support staff for the Office of Land Use Education. It is estimated this would cost \$120,000 annually.

The responsibilities of the Office would be both administrative and programmatic including but not limited to the following:

- develop or modify curriculum and coordinate efforts of the Council,
- develop or aid in the development of educational materials,
- maintain a library and media center for land use education,
- develop training programs for the instructors,
- identify needs and deficiencies in programs and recommended changes,
- compile and disseminate a schedule of all training and education programs,
- maintain a mailing list of public officials for whom programs and publications are appropriate,
- oversee implementation of an evaluation process, and
- provide staff to the Council.

The Office of Land Use Education, under the supervision of the Land Use Education Council, will provide two primary benefits; 1) to educate land use decision-makers and staff to promote wise land use decisions with resulting significant benefits to the State's citizens, and 2) to more efficiently deliver a comprehensive, on-going, land use education program to local officials.

Introduction

Special Act 87-92 created the Land Use Education Council and set its charge to develop recommendations pertaining to the land use education of local officials and to report to the Joint Standing Committee on Planning and Development by January 1, 1988.

The Council first met on September 21, 1987 and subsequently; 1) developed a ten step agenda to steer the work of the Council; 2) formed a planning and zoning subcommittee and an environmental subcommittee to expeditiously accomplish the agenda, and 3) conducted a survey in order to assess the existing level of land use education provided by each organization represented on the Land Use Education Council. The Council held seven half day meetings to report on activities and to reach a consensus on recommendations. In addition, both subcommittees met on numerous occasions.

See Appendix A for a copy of the Special Act 87-92, Appendix B for a list of the member organizations and their representatives on the Council and Appendix C for the results of the land use education survey.

This report briefly presents the work and conclusions of the Land Use Education Council.

Statutory Charge

THE LAND USE EDUCATION COUNCIL SHALL...

- Study and establish a curriculum for a statewide land use education program for local land use officials;
- Formulate the education objectives of such curriculum;
- Identify the appropriate organizational structure for providing educational programs throughout the state; and
- Report recommendations to the Joint Standing Committee on Planning and Development not later than January 1, 1988.

....Special Act 87-92

Current Situation

Recent Land Use Education Efforts

Today there are many different organizations and state agencies that periodically offer some form of land use education program. While these programs have provided valuable information, none has been aimed at offering a comprehensive land use education program. Furthermore, there has not been a reliable long-term program for the delivery of land use education to local officials.

A wide variety of programs have been offered to local land use officials over the past two years by organizations and agencies represented on the Land Use Education Council. One type of educational effort can be characterized as attempting to provide a basic level of instruction which is often aimed at the new official. The UCONN - Cooperative Extension Service periodically has offered a day long or three evening program with a planning and zoning orientation at various locations around the state; the Connecticut Bar Association has structured a day long course on Connecticut planning and zoning law; the Institute of Public Service of UCONN provides on a continuing basis a 60 hour course for zoning enforcement officers; and, the Department of Health Services conducts a mandatory certification program for new local sanitarians.

Due to the general mission and availability of staff, some organizations are able to offer a continuum of education/technical assistance ranging from an occasional statewide conference, to frequent meetings with a small group of local officials to daily one-on-one contact with commission members and staff. Regional planning organizations, the USDA - Soil Conservation Service, the Department of Environmental Protection, Soil and Water Conservation Districts and the UCONN - Cooperative Extension Service provide such a range of assistance.

A third type of approach concerns the education of constituent members or interest groups through organizationally sponsored annual or quarterly conferences and workshops and through regularly published newsletters covering a wide spectrum of issues. Often the focus of such efforts is to keep constituents up-to-date on emerging issues such as new

legislation or the impacts of recent court cases. Over the past two years this has generally been the approach of such agencies as CCM, COST, Conn. Chapter of the American Planning Association, Home Builders Association of Connecticut and the Conn. Outdoor Environmental Education Association.

At times there has been joint sponsorship and cooperation among organizations in the development of various educational workshops. This cooperation has been on an informal basis at the discretion of each agency as time and resources permit. Cooperation has often centered on short courses or conferences that attempted to attract a broad statewide audience. However, for most events, developing the education program, making meeting arrangements, producing and distributing publicity, and obtaining any critique or evaluation have been the sole responsibility of the sponsoring agency.

The below list indicates some of the variety of subjects that have been offered at workshops. Appendix C lists these efforts in more detail.

erosion and sediment control	planning and zoning law
site review process	farmland preservation
waterfront planning	groundwater protection
forest management	recycling/household hazardous waste
impacts of recent court cases	urban hydrology
land use regulation	public hearing process
stormwater management	subsurface sewage disposal
affordable housing	shellfish resources/restoration of
wetlands evaluation and	embayment environments
enforcement	

The major limitations to current programs are clear. Current programs are not coordinated. Land use education has in effect become a segmented operation where each individual sponsoring organization addresses issues of interest to their organization without considering 1) all of the education needs of local commissions and staff and the education requirements that provide a framework for the social, economic, environmental and legal complexities of today's land use decisions, and, 2) what other organizations are doing and how their efforts fit into an overall curriculum.

Another limitation to current programs is that they do not clearly distinguish between the need for basic education for new commission members and the advanced education needs of senior commission members and professional staff. On a statewide basis there is an irregular and unpredictable turnover of planning and zoning, zoning board of appeals, conservation and inland wetland commission members. New members are appointed or elected and these individuals need to be informed of the legal, planning and environmental issues that affect their decision-making. This is not occurring in a consistent, readily available fashion.

The need for continuing education beyond an introductory level also is not being properly met. Workshops that have been conducted reflect the concerns of the sponsoring organization relative to what is important and what is needed. This ad hoc approach has resulted in gaps and duplication. Further, there is no assurance that the geographic coverage of training will be adequate. Without coordination such comprehensive coverage of the state may not occur.

Another limitation to the current programs is that there is no central, land use education support organization that commission members or staff can turn to for sources of information and assistance. A common theme of responses to a recent Information User Survey conducted by DEP is the need to communicate to people what is being offered and what information exists. Narrow missions, lack of staff and funding, and a low priority placed on education and technical assistance are various contributing factors to this shortcoming.

Summary of Major Concerns

- All subjects are not being taught to target audiences.
- All agencies are not targeted.
- Existing programs are not comprehensive.
- Existing programs are not of consistent quality.
- Existing programs are not offered on a regular basis.
- Existing programs are not accessible for everyone on a geographic basis.
- The objectives of the introductory and the advanced level programs are not being met.

- Publicity is not sufficient for existing programs and there is no single place where an individual can get detailed information of courses.
- There is an overlap of programs.
- Many courses are not coordinated and target audiences are not being effectively notified.
- There is a lack of handbooks on general duties or specific topics.
- There is a lack of multi-media materials (films, videos, home study material).
- Complexity and volume of material/knowledge required of commission members is difficult to assimilate.
- Commissioners lack knowledge on where to get resource information and no single library or repository of information exists.
- There is a lack of knowledge of existing curriculum.
- General education of staff and commissioners is not a priority item in most municipalities.

Audience

General Characteristics

There is a broad and varied potential audience for land use education as there are many individuals in local government who make land use decisions or affect land use decision-making. The Council has broadly interpreted the term local land use officials as used in Special Act 87-92 to cover three general audiences: 1) members of commissions and boards, 2) professional staff, and 3) key elected and administrative officials of a municipality.

Planning, zoning, wetland and conservation commission members and staff are considered the central audience around which a curriculum should be developed. Staff and one or more members of each of these commissions should have a working knowledge or professional proficiency about the subject matter relative to each curriculum objective as discussed later in this report. However, other municipal officials such as chief elected and administrative officials, municipal attorney, engineer and public works official and special board members generally need an awareness of each significant area of an

education curriculum plus, in some instances, a high degree of proficiency in one or a few areas of the curriculum. As a result, a curriculum must feature: 1) a general overview of land characteristics and land management issues, and 2) follow up courses incorporating more specialized instruction in selected areas.

A large part of the land use audience consists of voluntary participants on local boards and commissions with limited available time. Any educational program therefore must be sensitive to the length of any single unit of instruction, the depth of material that can be covered in an introductory session, travel time to workshops, and consideration of day, evening and weekend scheduling opportunities.

There is a continuous turnover of persons involved in local land use matters and therefore a need to offer courses on a frequent schedule. One estimate places the turnover of planning and zoning commission members at 20 to 30 percent annually. This would amount to approximately 600 new members potentially interested in training. The actual number of participants may be twice this amount when inland wetland, conservation and all other boards and positions are considered.

TYPES OF LAND USE EDUCATION AUDIENCES

(listed in alphabetical order)

Chief Elected Officials
Chief Executive and Administrative Officials
Conservation Commissions
Council Members
Economic Development/Redevelopment/Urban Development Commissions
Engineering/Public Works Departments
Flood and Erosion Control Boards
Harbor Management Commissions
Health Departments
Historic District Commissions
Housing Authorities
Inland Wetlands Agency and Staff
Lake Management Districts
Municipal Attorneys
Park and Recreation Commissions
Planning, Zoning or Planning and Zoning Commissions
 (includes land use committees, design control commissions,
 coastal management programs and planning staff)
Regional Planning Organizations & Staff
River Protection Commissions
Sanitarians
Sedimentation & Erosion Control Boards
Sewer Commissions
Water Departments
Zoning Board of Appeals
Zoning Enforcement Officers

Goal and Objectives of a Land Use Education Curriculum

GOAL:

To Educate Land Use Decision-Makers and Staff to Promote Wise Land Use Decisions with Resulting Significant Benefit to the State's Citizens

OBJECTIVES:

- To provide a general understanding of the land use planning principles which underlie land management and the regulatory process.
- To foster an understanding of the interrelationship between land use and human needs.
- To foster an understanding of the interrelationship between land use, natural resources and environmental quality.
- To foster an understanding of the interrelationship between land use and the infrastructure.
- To foster an understanding of the interrelationship between land use and economic resources and economic development.
- To foster an understanding of the interrelationship between land use and cultural resources and elements of material culture.
- To better equip land use officials to meet statutory, regulatory and case law obligations in their responsibilities as public officials.
- To foster an understanding and an ability to apply organizations, procedures and skills needed for effective land use administration.

Curriculum

General Curriculum Recommendations

The Council recommends that a land use education curriculum consist of a short introductory course and a coordinated series of workshops that would offer more in-depth material. The introductory course would provide each participant with an awareness of all aspects of land use decision-making. It would propose to 1) cover all eight curriculum objectives, 2) foster a familiarity with the diverse roles and interrelationships of various municipal boards and commissions so as to encourage communication and coordination among agencies and staff of local government in making land use decisions, 3) introduce participants to basic statutory and administrative procedures required to assure due process and public participation in the conduct of public affairs, 4) motivate participants to continue with additional advanced level workshops. The course should enable participants to achieve a level of awareness about the complex issues related to planning, zoning and the environment that will enable them to function adequately in their decision-making capacity. Detailed, working knowledge of these issues is not an objective of this course, but should be addressed in follow-up programs.

The concept proposed by the Council is that the introductory curriculum would be in two segments. The first segment would cover materials and concepts which stress an understanding of the interrelationship of land use with social needs and the physical, biological, cultural, infrastructure and economic environments of the community. This segment would be general in that all types of audiences would participate and no single commission's perspective would be stressed. The objective is to expose all groups to the same basic program and to concentrate on a general understanding of land resources and competing needs prior to involvement in procedural matters and prior to taking the more detailed perspective of a specific commission.

The second segment of the introductory course would develop an understanding of the statutory authority, regulatory process and administrative procedures relative to the conduct of public affairs. This segment may feature a combination of plenary sessions that cover legal aspects common to all planning and regulatory functions together with small group sessions that focus on the statutory base and case law issues particular to the authority and subject matter of a specific commission.

The Council has not had an opportunity to develop the advanced level curriculum beyond the concept stage. Such development would be a work item for a future Council and the proposed Office for the coordination of local land use education. The concept of the advanced level curriculum is to structure one or more workshops and related educational materials around each curriculum objective. It is envisioned that each workshop would pursue in greater detail elements touched upon in the introductory course. In composite all objectives would be covered by the workshops and the entire series would be repeated on a continuing cycle. Some examples of likely workshops would be: planning and regulatory techniques for affordable housing; conducting a public hearing; urban hydrology and stormwater management; impact assessment and the site review process; land resource information availability and use, wetland evaluation and mitigation, open space preservation techniques, drinking water supply protection, etc.

There are many curriculum elements and these elements should be taught to many different land use commission members and staff. The range of curriculum elements that have to be integrated into an advanced program and the relevance of these elements to the various local commissions and department personnel are more fully presented in matrix form in Appendix D. In Appendix E the Land Use Education Council recommends the degree to which staff and at least one member of a commission should have an understanding of a curriculum element based upon a scale varying from an awareness level, to a working knowledge to professional proficiency.

On the following pages there is a basic outline of a curriculum for an introductory course that consists of a general subject overview segment for all land use agencies and officials. This segment is followed by an example of an operations and procedures segment that is oriented to planning and zoning. As a result of recent legislation, the Department of Environmental Protection is currently developing a segment for the training of inland wetland officials. The Department of Environmental Protection's effort should be coordinated with the curriculum objectives as recommended by the Council. Furthermore, over time, the Council and staff (of the recommended Office of Land Use Education) should develop other curriculum for courses oriented to other subject areas.

BASIC INTRODUCTORY LAND USE EDUCATION PROGRAM

No priority is intended in the sequencing of the objectives in the following example. Future Councils should recommend the best order in which to present the curriculum based on experience in course presentation. This example of an introductory course relates in part to planning and zoning commission members. Other curriculum need to be developed for other subject areas.

Curriculum Objective A:

Participants will understand the interrelationship between land use and human needs. Participants need to understand:

1. Planning issues and zoning techniques related to providing for a variety and choice of housing types.
 - a. Demographic trends and projections as related to housing needs
 - b. Exclusionary vs inclusionary zoning concepts
 - c. Statutory provisions for housing
 - d. Strategies for providing municipally subsidized housing
2. How planning and zoning can create and preserve the concept of community.
 - a. Mixed use development zoning as a tool to meet human needs
 - b. Mixed use development vs "spot zoning"
 - c. Planning for public facilities and governmental services
3. Planning issues and zoning techniques related to differing and multiple human activity within the community (eg. daycare centers, "adult" entertainment, needs of the elderly, etc.)

Curriculum Objective B:

Participants will understand the interrelationship between land use, natural resources and environmental quality. Participants need to understand:

1. Scientific and Technical Systems
 - a. Hydrology, hydraulics and hydrogeology
 - b. Soils
 - c. Ecology
 - d. Wildlife, plant and finfish habitat
 - e. Boundary delineation
 - f. Point and non-point pollution
 - g. Field training and resource mapping
2. Functional role and values of natural resource systems
 - a. Multi-purpose water resource use and conflicts (flood control, water-based recreation, water supply, waste assimilation, navigation, and hydropower)
 - b. Nutrient retention and sediment
 - c. Educational potential

- d. Visual aesthetic quality and noteworthiness
- e. Agricultural and aquaculture potential
- f. Forest potential and multi-purpose management
- g. Water quality, groundwater use potential, drinking water supply and water conservation
- 3. Innovative Ideas
 - a. Technological changes
 - b. Research and literature
 - c. Geographic information system
- 4. Non-regulatory activities
 - a. Resource inventories, value identification and mapping
 - b. Town, regional and state comprehensive, resource management and facility plans
 - c. Open space dedications

Curriculum Objective C:

Participants should understand the interrelationship between land use and the infrastructure. Participants need to understand:

- 1. Basic concepts related to utilities, transportation systems, and public structures.
- 2. How those concepts are applied in growth management and zoning.

Curriculum Objective D:

Participants will understand the interrelationship between land use and economic resources and economic development.

- 1. Participants need to develop skill in identifying residential, commercial, and industrial needs of the community and region and understand the interrelationship between those needs and development.
- 2. Participants need to understand the impact of development on the community and on the region.

Curriculum Objective E:

Participants will understand the interrelationship between land use and cultural resources and elements of material culture. Participants need to understand:

- 1. The concept of the cultural resource base, what it is, how it was used in the past and how it might be used in the future.
- 2. The various decision making/value contexts related to cultural resource management.
 - a. Historical context
 - b. Economic context
 - c. Aesthetic context
 - d. Information context: basic and applied research
- 3. The governmental, business and not-for-profit institutions and agencies which are involved in decisionmaking related to cultural resource management and how they interact.
- 4. The relationship between their roles as public land use officials and cultural resource management.

Curriculum Objective F:

Participants will have a general understanding of the land use planning principles which underly both the planning and regulatory process. Participants need to understand:

1. The historical and legal precedent for planning and zoning.
2. The basics of the planning process and what is involved in a plan of development.
3. The long-range impact of planning decisions.

Curriculum Objective G:

Participants will be better equipped to meet statutory, regulatory and case law obligations. Participants need to understand:

1. The legal basis for municipalities' regulating land use in Connecticut.
 - a. Authority delegated by state
 - b. Statutory prescription of commission's composition, procedures and function
2. All legal requirements related to land use planning (eg. subdivision regulation) and zoning.
 - a. Current state statutes; implications
 - b. Local ordinances; implications
 - c. Requirements mandated by federal law
 - d. State and federal case law as it impacts on land use
3. The bounds of their authority as land use officials as well as statutory limits of that authority.
4. Ambiguities and contradictions within and between state and federal law.
5. The need to develop skills in enhancing land use planning and zoning within the legal framework.
 - a. Model subdivision regulations
 - b. Model comprehensive plans
 - c. Innovative, cutting edge practices
 - d. Improving communications and cooperation within and between town governments
 - e. Regional Planning Organizations as advisor and for technical assistance

Curriculum Objective H:

Participants will understand and be able to apply organizations, procedures and skills needed in effective land use administration. Participants need to understand:

1. The organization and functions of land use commissions.
 - a. Historic role of commissions
 - b. Power and duties of commissions
 - c. Organization of commissions
 - d. Relationship to other boards
 - e. Election or appointment of members; vacancies
 - f. Commissioners as public officials

2. How the functions of the commission are most effectively administered.
 - a. The modern planning and development office
 - b. Processes
 - 1) Preparing budgets
 - 2) Preparing reports
 - 3) The permit handling process
 - 4) Site plan review process including preapplication review process
 - c. Public relations
 - d. The Freedom of Information Act
3. The formal procedures related to commission meetings and develop the skills needed to participate effectively in commission meetings.
 - a. Time and place for meetings
 - b. Calling commission meetings
 - c. Types of meetings
 - 1) Regular meetings
 - 2) Public Hearings
 - 3) Executive Sessions
 - d. Meeting procedures
 - e. Role of staff at meetings
 - f. The public at meetings
 - g. Legal Issues
 - 1) Legal notices
 - 2) Official action
 - 3) Legal procedures
4. Participants should develop skills to enhance their effectiveness.
 - a. Communications skills
 - b. Conflict management
 - c. Decisionmaking skills
 - d. Mechanical skills
 - 1) Map preparation and interpretation
 - 2) Understanding engineering terms
 - e. Data base management

Delivery of the Curriculum

Introductory and Advanced Programs: What, When & Where

The basic course should be a short, intensive program. Such a format is likely to maximize motivation of new commission members to participate. The program should be targeted to the new commission members as soon as possible after appointment or election in recognition of their need for orientation and training and to foster good habits and perspectives early in their term of service. The program should be offered on a regional scale in at several locations around the state to enhance accessibility. A repeat in all locations should be scheduled approximately every six months to enable all an opportunity to receive the training.

The curriculum objectives are best met through a combination of instructional strategies and support materials. All eight objectives should be addressed in a formal group instructional setting, minimizing the need for self-directed learning and maximizing the benefits to be achieved through group interaction, exchange of views, and communication with others facing similar challenges.

For the veteran land use official, a more detailed working knowledge should be the goal of a more intense and extended educational program addressing the same eight objectives. The advanced curriculum would be met through a coordinated series of instructional units. Each unit would be focused on a specific subject. The series of units would be offered over a period of time and then the cycle would begin again. All together the series would address the eight curriculum objectives but in greater depth than the introductory program. The advanced program should be offered on a statewide scale at readily accessible, central locations.

For those seeking this advanced level of training, classroom instruction could be supplemented by opportunities for self-paced individual learning experiences using audio-visual tapes, computer assisted instruction, etc.

This land use education program would be supplemented by other workshops, conferences, and short courses sponsored by various organizations addressing specific topics of interest. With primary education needs met by the introductory land use education program, the main purpose of such added efforts would be to maintain proficiency by focusing on changes and new issues and laws of interest to the organization's constituency.

The Council recommends that a certificate of attendance be provided in recognition of participation. At this time, voluntary or mandatory course certification is not recommended because of the voluntary nature of so many of the local positions and because the education program will take time to develop.

An item that can not be overly stressed is that the quality of instructors and clarity of presentations are as important as a good curriculum. A core of such instructors and curriculum material should be cultivated over time among the members of the Council. It is important that instructors, who will come from a variety of organizations and from a variety of personal backgrounds, be provided with sufficient teaching skills and over time have readily available the manuals, maps and audio-visual aids to support a stimulating, informative and interactive experience. In addition, there must be provision for feedback and evaluation that would lead to a long-term incremental improvement in the overall delivery of a curriculum. There is a basic need for teacher training and evaluation on a continuing basis.

It is anticipated that a library of printed and audio-visual material in direct support of the workshops will evolve. However, it is also important to prepare and to distribute material not directly connected with the classroom situation to persons who have not attended the workshops. Periodic distribution of new resource documents as they become available is also important. There needs to be a continuing coordinating unit to foster and perform such ancillary functions.

The following page outlines the various methods that should be considered in the delivery of a curriculum.

METHODS OF MEETING OBJECTIVES AND CURRICULUM

- I. Teaching
 1. Workshops
 2. Conferences
 3. Seminars
 4. Classroom
 5. Field sessions
 6. Individualized technical assistance
- II. Publications
 1. Texts
 2. Pamphlets
 3. Newsletters and journals
 4. Memos/updates/alerts by agencies and associations
 5. Handbooks/guidebooks/manuals
 6. Inventories, surveys, directories
 7. Curriculum guides
 8. Newspapers and magazines
- III. Maps
 1. General statewide mapping
 2. Topographic and regional mapping
 3. Local detailed mapping
- IV. Research and Special Studies
 1. Scientific baseline studies
 2. Data bases
 3. Project evaluations
 4. Comprehensive plans
 5. Resource monitoring
 6. Modeling
- V. Audio-Visual
 1. Television
 2. Video
 3. Public access cable channels
 4. Slides/tapes and films
 5. Radio
 6. Cassette programs
 7. Computer programs
- VI. Informal Information Exchanges
 1. Sharing of regulations, ordinances and techniques among towns

Need for Coordination: Who & How

At the present time many organizations are providing select components of a land use curriculum but no one is charged with the responsibilities of promoting and coordinating a comprehensive, on-going municipal land use education program. It is recommended that this responsibility now be assigned to a specific unit. Further, it is recommended that the Land Use Education Council be continued with representation from state agencies, private organizations, municipal, regional and professional associations and federal agencies that routinely sponsor or participate in land use education. Each participating agency and organization would be authorized one vote but may have more than one participant active on the Council because of diversity and complexity of the given agency or organization. In addition, the state agencies on the Council should be directed to coordinate their education programs in accordance with an approved multi-year curriculum plan that has been approved by the Council and in accordance with other program guidelines concerning the delivery of a land use education program as developed by the Council. Other organizations should also be encouraged to coordinate their education programs.

It is recommended that the primary responsibility for coordination and delivery of the introductory course be assigned to the Office of Land Use Education. This basic course draws upon a large number of disciplines, generally beyond the scope of any single member of the Council. It must be given routinely, frequently around the state, and further, must maintain a consistency, quality and permanency over the years. This would be difficult and burdensome for any single agency to accomplish because of competing interests and budgetary and staff changes over time.

The primary responsibility for individual workshops and related educational materials for the advanced curriculum would continue to be with the sponsoring organization. The chief function of the Office of Land Use Education would be to provide long term curriculum direction and day to day administrative and programmatic assistance for publicity, coordinated timing, provision of teaching aids and materials, training and evaluation of instructors, etc. The unit would encourage workshops to be given or modified as necessary to fill gaps and to avoid duplication in the delivery of the curriculum.

The Office would maintain and publish a long term calendar or catalog that would list and identify core curriculum courses as well as miscellaneous conferences and workshops sponsored by Council member organizations. Such catalog would specify for each course relevant information as to time, place, subject, sponsor, manner of registration, cost, etc. Periodic updates of the calendar or catalog would be issued.

In addition, the Office could over time provide research, assistance, and education at an advanced, highly specialized level. Coordination of special interest workshops and publications would be a logical function of such a center, which would draw upon and assist in disseminating available resources of the various agencies, organizations, and institutions involved in land use education.

The Office would maintain a list of municipal officials, staff and commission members who would be the targeted audience for land use education efforts. Mailing labels and/or lists would be made available to conference or workshop sponsoring organizations to ensure proper notification of potential attendees. A database would be maintained to record training provided. It should include such data as individual's name, organization, town, etc.

Organizational Structure

It is recommended that the Land Use Education Council, consisting of representatives of the various agencies and organizations whose responsibilities and/or constituencies are involved with land use decision making in Connecticut. The Council should be established as a permanent body charged with ongoing coordination of land use education in the state. The responsibilities of the Council would include:

- reviewing staff recommendations concerning existing training materials and programs and determining those which will be promoted and disseminated by the Land Use Education Council.
- identifying unmet educational needs and recommending appropriate providers to address those needs.
- overseeing and directing the staff of the Office of Land Use Education.
- reporting annually to the General Assembly.

It is recommended that an Office of Land Use Education be created, staffed and funded by the General Assembly to coordinate the land use education activities of the Land Use Education Council. The Office should be housed at the University of Connecticut. The responsibilities of the Office are both administrative and programmatic and specifically include but are not limited to the following:

- develop or modify curriculum and coordinate efforts of the Council,
- develop or aid in the development of educational materials,
- maintain a library and media center for land use education,
- develop training programs for the instructors,
- identify needs and deficiencies in programs and recommended changes,
- compile and disseminate a schedule of all training and education programs,
- maintain a mailing list of public officials for whom programs and publications are appropriate,
- oversee implementation of an evaluation process, and
- provide staff to the Council.

Funding from the General Assembly should cover salary and fringe benefits for two program employees and one support staff and direct expenses related to Office activity, publication and mailing of newsletters, schedules and other informational materials, office supplies, telephone expenses, and one micro-computer and printer compatible with existing University hardware. It is estimated this would cost \$120,000 annually.

Proposed Future Land Use Education Council Membership

It is recommended that the following agencies and organizations be represented on the Land Use Education Council.

Office of Policy and Management
Department of Housing
Department of Environmental Protection
Department of Health Services
USDA Soil Conservation Service
UConn Division of Extended and Continuing Education
UConn Cooperative Extension Service

Connecticut Federation of Planning and Zoning Agencies
Connecticut Association of Zoning Enforcement Officials
Connecticut Bar Association
Home Builders Association of Connecticut
Connecticut Chapter of the American Planning Association
Regional Planning Assn of Connecticut
Connecticut Conference of Municipalities
Council of Small Towns
Clean Water Coalition
Connecticut Association of Conservation and Inland
Wetland Commissions
Connecticut Outdoor Environmental Education Association
Soil & Water Conservation District
Department of Economic Development*
Connecticut Historical Commission*

- * These two agencies are recommended additions to the Council. Other organizations/agencies are among those specified in Special Act 87-92.